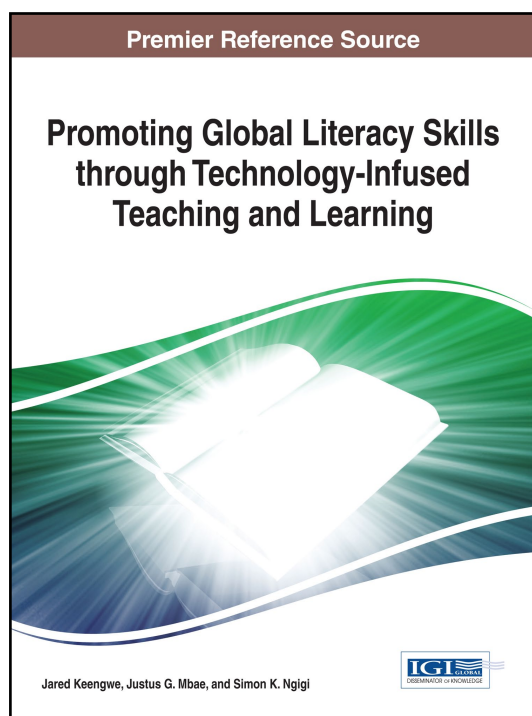


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Promoting Global Literacy Skills through Technology-Infused Teaching and Learning



Part of the Advances in Educational Technologies and Instructional Design Book Series

Jared Keengwe (University of North Dakota, USA),
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and Simon K. Ngigi (Catholic University of Eastern Africa, Kenya)

The increasing internationalization of today's classrooms calls for learning institutions to prepare students for success in an interdependent and technologically-advanced world. Faculty who are competent in multiple 21st century skills are best equipped to engage students in curricula that are relevant, transformative, and engaging across content areas and cultures.

Promoting Global Literacy Skills through Technology-Infused Teaching and Learning examines the function and role of globalization in 21st century teaching and learning, especially in light of technology integration and the need to prepare and empower global educators and global citizens respectively. Covering topics that range from social networking in linguistics to software used in engineering curricula, this premier reference work will be relevant to academicians, researchers, students, librarians, practitioners, professionals, and engineers.

Topics Covered:

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- Multicultural Teacher Preparation
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- The Global Classroom

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Market: This premier publication is essential for all academic and research library reference collections. It is a crucial tool for academicians, researchers, and practitioners. Ideal for classroom use.

Dr. Sagini “Jared” Keengwe is an Associate Professor at the University of North Dakota (UND), USA. Dr. Keengwe is the editor-in-chief of two IGI Global Book Series: “Advances in Higher Education and Professional Development” (AHEPD) and “Advances in Early Childhood and K-12 Education” (AECKE). He serves on the editorial review board of several international journals and is also the co-editor-in-chief of the *Journal of Education and Learning* (EduLearn). Dr. Keengwe’s primary research interests focus on technology integration and constructivist pedagogy in teacher education. He has co-authored more than 65 journal articles and edited more than 10 scholarly textbooks with a focus on instructional technologies both in K-12 and in higher education. Dr. Keengwe’s work in the classroom was honored with the 2011 McDermott Faculty Award for Excellence in Academic Advising. He was also a recipient of the 2010 North Dakota Spirit Faculty Achievement Award, and the 13th (2010) Annual Martin Luther King Jr. Award in recognition of significant contribution in scholarship and service respectively. At the national level, Dr. Keengwe was one of the 10 recipients selected to receive the 2010 American Educational Research Association (AERA) Division K – Teacher Education –Travel Award.



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